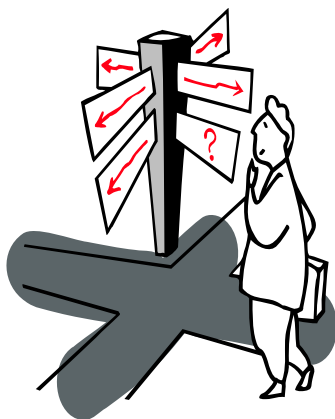


# Paraprofessional Orientation Manual



For use with

*OPI Resource Guide for  
School Administrators,  
Educators & Paraprofessionals*

*September 2004*

## *Orientation for Paraeducators*

I. Introduction: This guide is designed to accompany the presentation *Orientation to Special Education: Utilizing Montana State Resource Guide for Special Education Paraprofessionals in Montana Schools*. The entry level Standards for Paraprofessional from the *Montana Consortium/OPI Paraprofessional Portfolio and Competency Checklist* are emphasized in this orientation.

**Directions:** Please view the Presentation and complete the Assignments in this booklet and turn the booklet into your supervisor \_\_\_\_\_ by \_\_\_\_\_. If you have questions, please talk to \_\_\_\_\_ at \_\_\_\_\_

TOPIC	Manual Assignments	Slides	OPI Para Guide
I. Introduction to Presentation	<input type="checkbox"/> p. 2	2-15	
II. Who are Paraprofessionals		16-20	p. 6-8
III. Orientation to School District (7K3)		21-22	p. 18-25
<i>Assignment: Checklist for orientation to school district</i>	<input type="checkbox"/> p. 3-5	23	
IV. Roles of the Paraprofessional and other Team Members (2K1, 2K2, 2K3, 4K2, 7K3)		24-28	p.13-17
<i>Assignment: Work Style Inventory</i>		29	
A. Working Together as a Team	<input type="checkbox"/> p. 6-8	30-32	p. 40-46
V. Code of Ethics (7K2)		33-34	p. 22
A. Confidentiality (7K1)		36-37	p. 24
B. Reporting Child Abuse & Neglect (7K2)		35	p. 22-24
<i>Assignment: Using the Resource Guide for Administrators, Educators and Paraprofessionals</i>	<input type="checkbox"/> p. 9	38	ALL
VI. Managing Student Behavior (3K3)		39-43	p. 48-51
VII. Health and Safety (3K1, 3S2, 3S3)		44-52	p. 68-73
<i>Assignment: Using the Resource Guide for Administrators, Educators and Paraprofessionals</i>	<input type="checkbox"/> p. 10	53	ALL
VIII. Instructional Strategies		54-60	p.55-61
<i>Assignment: Using the Resource Guide for Administrators, Educators and Paraprofessionals</i>	<input type="checkbox"/> p. 11	61	ALL
IX. Professional Development(7S2,7S3)		62	
<i>Assignment: Complete Paraprofessional Development Needs Inventory</i>	<input type="checkbox"/> p. 12-18	63-64	
<i>Assignment: Confidentiality Statement</i>	<input type="checkbox"/> p. 19	65	p. 89

## ***PROFESSIONAL ORIENTATION TO THE SCHOOL DISTRICT***

*Orientation for the paraprofessional to the school district procedures and policies is a first step toward making the workplace conducive to a positive working experience. General policies and procedures cover numerous topics and affect paraprofessional functioning in a variety of ways. Some of those topics include contracts, evaluations, sexual harassment, vacation and emergency leave, operating calendars, dress codes, standards of behavior, complaint procedures, fire drill procedures, smoking regulations, and school records policy. Reviewing the policy manual is essential so responsibilities can be executed appropriately. If a policy is not automatically provided, the paraprofessional should request one.*

Other components to consider are:

- payroll
- transportation
- school health insurance
- negotiated agreements
- union affairs
- use of phones
- personnel
- universal precautions

***“The time to  
repair the roof is  
when the sun is  
shining.”***

***John F. Kennedy***



### ***Paraprofessional Orientation to the School Building***

*Individual buildings often have policies peculiar to that building, which affect personnel working within that building. For example, safety procedures are often specific to each work setting, and it is crucial that there is a thorough understanding of these procedures as early as possible. Such necessities as fire evacuation procedures and emergency-operating plans can be critical. Components of orientation for the paraprofessional at the school building include:*

- safety and emergency procedures
- school schedules
- school handbook
- building and grounds map
- building discipline manual
- lunch and recess procedures
- accessing assistance
- using building equipment

*The following checklist gives the paraprofessional an indication of the extent to which worksite policy and procedure information is needed. The checklist should be thoroughly studied initially and reviewed periodically for any changes. Although some of the suggestions may not seem very important, they can be helpful in improving the effectiveness with which the paraprofessional's job is performed.*

### **(1) CHECKLIST OF THINGS THE PARAPROFESSIONAL NEEDS TO KNOW**

- ☐ Phone numbers of supervisor, teacher(s) and/or colleagues.
- ☐ Fire evacuation routes and other emergency procedures.
- ☐ Building layout.
- ☐ Chain of command.
- ☐ Daily/weekly schedule. (See Appendix C)
- ☐ Names of building personnel and location of pertinent offices.
- ☐ Transportation system and personnel involved with student's class or program.
- ☐ Location of fire/safety equipment and first aid supplies.
- ☐ Location and operation of equipment.
- ☐ Location of and procedures for obtaining supplies.
- ☐ Appropriate playground rules and procedures.
- ☐ Lunchroom procedures and special event procedures.
- ☐ Procedure for notifying appropriate persons in case of illness.
- ☐ Policies regarding school records.
- ☐ Current update of the paraprofessional's specific responsibilities.



*From Resource Guide for School Administrators, Educators, and Paraprofessionals*

## *Individual Duties*

*Improving the ease and effectiveness in the daily functioning of the paraprofessional is important because settings in which paraprofessionals function varies from school to school and supervisor to supervisor. The following checklist of things for the paraprofessional to find out will assist in helping both the paraprofessional and the supervisor communicate clearly regarding "expectations" in the workplace.*

### **QUESTIONS TO ASK THE FIRST WEEK ON THE JOB**

1. What are your special and regular duties?
2. What records are you responsible for keeping?
3. What special services are available to the classroom and the school in which you work?
4. What schedules are you responsible for following?
5. What emergency provisions apply to your situations?
6. When do pupils come? When do they leave?
7. Where and when will the pupils in your classroom play?
8. What are the most significant playground regulations?
9. For what lunchtime activities will you be responsible?
10. Where are the supplies kept and how are they obtained?
11. What equipment is available and how is it obtained?
12. What is the line of communication and authority you are to follow?
13. If you are responsible for working with more than one teacher, how is your time divided?
14. What pupil records are available to you?
15. To whom should you direct questions concerning school policy?
16. With whom should you discuss a problem concerning relationships?
17. What should your response be when parents raise questions concerning their child's functioning in the classroom?
18. What is expected of you in terms of pupil management?
19. What course should you follow if you feel you do not have enough to do?
20. How does your teacher view the teacher/paraprofessional relationship?

*From Resource Guide for School Administrators, Educators, and Paraprofessionals*

# Paraeducator's Work Style

*Directions:* Circle the number that indicates your level of agreement / disagreement with each statement.

	<i>Disagree</i>		<i>Agree</i>		
1. I like to be supervised closely. ....	1	2	3	4	5
2. I like a flexible work schedule . ....	1	2	3	4	5
3. I like to know exactly what is expected. ....	1	2	3	4	5
4. I like to decide which materials to use ....	1	2	3	4	5
5. I like to have a written work schedule ....	1	2	3	4	5
6. I need time to think ahead on the next task. ....	1	2	3	4	5
7. I like to determine the instructional methods I use ....	1	2	3	4	5
8. I like to try new activities independently. ....	1	2	3	4	5
9. I like to be told how to do each task ....	1	2	3	4	5
10. I like to do several things at one time. ....	1	2	3	4	5
11. I like to take on challenges and new situations. ....	1	2	3	4	5
12. I like taking care of details. ....	1	2	3	4	5
13. I like to be very punctual ....	1	2	3	4	5
14. I like to give frequent feedback on how I prefer to be supervised ....	1	2	3	4	5
15. I like to bring problems out in the open ....	1	2	3	4	5
16. I like to get frequent feedback on my performance ....	1	2	3	4	5
17. I like to discuss when activities do not go well. ....	1	2	3	4	5
18. I like working with other adults ....	1	2	3	4	5
19. I like to think things through for myself ....	1	2	3	4	5
20. I am a morning person ....	1	2	3	4	5
21. I like to speak slowly and softly. ....	1	2	3	4	5
22. I like to work alone with little immediate interaction ....	1	2	3	4	5
23. I need a quiet place to work without distractions. ....	1	2	3	4	5
24. I prefer that no one else touches my things. ....	1	2	3	4	5
25. I prefer to work from a written plan. ....	1	2	3	4	5

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# Professional's Work Style

*Directions:* Circle the number that indicates your level of agreement / disagreement with each statement.

	<i>Disagree</i>				<i>Agree</i>			
1. I like to supervise closely.....	1	2	3	4	5			
2. I like a flexible work schedule. ....	1	2	3	4	5			
3. I like to let team members know exactly what is expected.....	1	2	3	4	5			
4. I like to provide (or at least determine) all the materials that will be used.. ....	1	2	3	4	5			
5. I like to have a written work schedule. ....	1	2	3	4	5			
6. I need time to think ahead on the next task.....	1	2	3	4	5			
7. I like to determine the instructional methods that will be used.....	1	2	3	4	5			
8. I like the para to try new activities independently. ....	1	2	3	4	5			
9. I like to give explicit directions for each task .....	1	2	3	4	5			
10. I like to do several things at one time. ....	1	2	3	4	5			
11. I like a team that takes on challenges and new situations. ....	1	2	3	4	5			
12. I like taking care of details.....	1	2	3	4	5			
13. I like to be very punctual .....	1	2	3	4	5			
14. I like to get frequent feedback on how I can improve as a supervisor.....	1	2	3	4	5			
15. I like to bring problems out in the open.....	1	2	3	4	5			
16. I like to give frequent performance feedback to the paraeducator.....	1	2	3	4	5			
17. I like to discuss when activities do not go well.....	1	2	3	4	5			
18. I like working with other adults .....	1	2	3	4	5			
19. I like to encourage others to think for themselves .....	1	2	3	4	5			
20. I am a morning person .....	1	2	3	4	5			
21. I like to speak slowly and softly.....	1	2	3	4	5			
22. I like to work alone with little immediate interaction.....	1	2	3	4	5			
23. I need a quiet place to work without distractions.....	1	2	3	4	5			
24. I prefer that no one else touches my things.....	1	2	3	4	5			
25. I prefer to work from a written plan.....	1	2	3	4	5			

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# Work Style Score Sheet

*Directions:* Transfer scores from worksheets 1 and 2 to this form. Examine areas of agreement and disagreement. Your combined profile is unique: there are no "correct" scores or combinations. Decide whether your combinations are okay or not. Have a conversation in which you strive to determine how you will proceed to work together in light of your areas of agreement and disagreement.

Disagree	Agree	General Content of Item	Disagree	Agree
1 2 3 4 5		1. Closeness of supervision.	1 2 3 4 5	
1 2 3 4 5		2. Flexibility of work schedule	1 2 3 4 5	
1 2 3 4 5		3. Preciseness of expectations.	1 2 3 4 5	
1 2 3 4 5		4. Decisions on which materials to use	1 2 3 4 5	
1 2 3 4 5		5. Written work schedule	1 2 3 4 5	
1 2 3 4 5		6. Time to think ahead on the next task.	1 2 3 4 5	
1 2 3 4 5		7. Decisions on instructional methods	1 2 3 4 5	
1 2 3 4 5		8. Trying new activities independently.	1 2 3 4 5	
1 2 3 4 5		9. Specifying how to do each task	1 2 3 4 5	
1 2 3 4 5		10. Doing several things.	1 2 3 4 5	
1 2 3 4 5		11. Taking on challenge and new situation	1 2 3 4 5	
1 2 3 4 5		12. Taking care of details.	1 2 3 4 5	
1 2 3 4 5		13. Punctuality	1 2 3 4 5	
1 2 3 4 5		14. Giving /getting feedback on supervision.	1 2 3 4 5	
1 2 3 4 5		15. Dealing with problems out in the open	1 2 3 4 5	
1 2 3 4 5		16. Giving / getting frequent feedback	1 2 3 4 5	
1 2 3 4 5		17. Discussing activities that do not go well	1 2 3 4 5	
1 2 3 4 5		18. Working with other adults.	1 2 3 4 5	
1 2 3 4 5		19. Thinking things through for myself	1 2 3 4 5	
1 2 3 4 5		20. I am a morning person.	1 2 3 4 5	
1 2 3 4 5		21. Speak slowly and softly	1 2 3 4 5	
1 2 3 4 5		22. Working alone - little interaction	1 2 3 4 5	
1 2 3 4 5		23. Quiet place to work / no distractions.	1 2 3 4 5	
1 2 3 4 5		24. Touching others' things	1 2 3 4 5	
1 2 3 4 5		25. Working from a written plan	1 2 3 4 5	

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## *Introduction to Para Resource Guide*

Read each situation and decide how the Resource Guide could be used to help. Note what page numbers could be used. Then, note how those pages would be used. (Example: pp.13-16 How? Copy these pages and hand out to all team members with a follow up contact with each to get any comments or concerns.)

### **Situation 1 (Standard 2:K2; Standard 3: K1, K3, S2; Standard 4:S1, Standard 7:K2, K3, S1, S3)**

Susan is a paraprofessional being hired in January due to an increase of students needing help in the classroom. Susan has not worked in the school system before. Susan will need to get oriented to the school and district as well as federal and state policies. It is necessary for her to have information from where to hang her coat to the chain of command and how to handle suspected child abuse.

How could you use the Resource Guide to help Susan?

Pages

How used

### **Situation 2 (Standard 2:K1,K3, S1, S2; Standard 3 K2, S4; Standard 5: K2, S4, S7, Standard 7: K1, K2, K3, S1)**

Margaret has been a paraprofessional for 9 years in the elementary school and has worked with Peter (a 4<sup>th</sup> grade student) for the last 3 years. Her supervising teacher, Lynn, is a first-year teacher and is new to this small, rural community as well. Peter's mother often asks Margaret for information regarding Peter's program and whether he is meeting his IEP goals. Lynn is having a difficult time finding her role as a supervising teacher due to Margaret's experience and familiarity with Peter and his program. Margaret and Lynn need to clarify their roles and expectations of each other.

How could you use the Resource guide to help Lynn and Margaret?

Pages

How used

**Situation 3 (Standard 2: K1, K3, S1, S2, S3; Standard 3: K1, K2, S1, S2, S3; Standard 4: K1, K2, S2; Standard 5: S1, S3; Standard 7: K1, K2, K3, K4, S1)**

Marcy has worked for the Henry Elementary School District for 5 years. Previously, Marcy worked in a Resource Room assisting students with Learning Disabilities. This year, she will be working one-on-one with Leon, a student with Multiple Disabilities. This student uses a wheelchair and needs assistance with feeding and toileting. Marcy is eager to work with Leon but is not familiar with universal precautions or ways to assist Leon with some of his personal care. She will also need information on how to gather and record data on his IEP goals.

How could you use the Resource Guide to help Marcy?

Pages

How used

**Situation 4 (Standard 3: K3,S1; Standard 4: K2, S4; Standard 5: K2,K3, S1,S2,S3,S4,S7; Standard 7: K4)**

Marvin is a paraprofessional working with a small group of students in 6<sup>th</sup> grade. There are two students that are making his small group instruction frustrating. Benny is having a difficult time staying on task and is often a behavior problem. Marvin does not feel he is handling the disruptions effectively. Lisa is having a difficult time understanding the material. Marvin feels he is just not “getting through” to her. Marvin needs some guidance and support.

How could you use the Resource Guide to help Marvin?

Pages

How used

**Situation 5 (Standard 2:K1, K3, K4, S2,Standard 7: K2,K3,K4,S1)**

Jennifer and Tracey are two paraprofessionals that have been working together in the same classroom all year. They have had their share of disagreement both professionally and personally. It is early spring and their interactions continue to be very negative. It is making the climate of the classroom very tense. Jennifer and Tracey need some mediation to try to workout some of their differences.

How could you use the Resource Guide to help Jennifer and Tracey?

Pages

How used

**Situation 6 (Standard 2: K1,K2,K3,K4, S1, S2, S3, S4; Standard 4:K2)**

Mark is paraprofessional who, in the past, has worked one-on-one with a student with significant needs in a special education classroom. This year, he will be working in the Middle School. He will be working with the seventh grade team supporting students with learning disabilities in their classes. The seventh grade teachers do a lot of collaborative teaching with the special education staff. Mark will need to work collaboratively with all the different teachers he will be working with. It would also be helpful for Mark to have some information regarding assessment of the students he will be working with.

How could you use the Resource Guide to help Mark?

Pages

How used

## *Professional Development Needs Inventory*

*Directions:* Use the following checklist to identify areas of that you feel you may need additional training or professional development Circle yes if you see it as a need, Circle no, if it is not. When you are done, review your list of needs with your supervising teacher and/or principal and identify which areas are needed for your position. .

### **Delivery of Instruction (Montana Paraprofessional Standards: Standard 5)**

1. Observe and record student progress in academic areas. .... Yes No
2. Help students in drill & practice lessons (e.g. vocabulary, math facts). .... Yes No
3. Read / repeat tests or directions to students. .... Yes No
4. Listen to students read orally..... Yes No
5. Help students with workbooks / other written assignments. .... Yes No
6. Assist students to compose original work (e.g. stories, essays, reports). .... Yes No
7. Tape record stories, lessons, assignments. .... Yes No
8. Modify instructional materials according to directions (e.g. lesson plans, IEPs). Yes No
9. Read to students (specify \_\_\_\_\_ [e.g. texts material, stories]). .... Yes No
10. Listen to students reading orally. .... Yes No
11. Help students' work on individual projects. .... Yes No
12. Facilitate students' active participation in cooperative groups. .... Yes No
13. Help students select library books / reference materials. .... Yes No
14. Help students use computers (specify purpose \_\_\_\_\_). .... Yes No
15. Translate instruction / student responses (e.g. sign or other language)..... Yes No
16. Translate teacher made materials / text materials into another language. .... Yes No
17. Explain / reteach concepts to students in other language (e.g. sign, Spanish). .... Yes No
18. Carry out lessons on field trips as directed..... Yes No
19. Monitor student performance as directed..... Yes No
20. Reteach / reinforce instructional concepts introduced by the classroom teachers .Yes No
- 21.
- 22.
- 23.
- 24.

## **Activity Preparation / Follow-up** (*Montana Paraprofessional Standards: Standard 4S1*)

- |  |     |    |
|--|-----|----|
| 1. Find / arrange materials / equipment (e.g. mix paints, set up lab materials). ..... | Yes | No |
| 2. Modify or adapt materials / equipment for particular student. ....                  | Yes | No |
| 3. Construct learning materials . ....   | Yes | No |
| 4. Prepare classroom displays. ....  | Yes | No |
| 5. Order materials and supplies. ....  | Yes | No |
| 6. Organize classroom supplies / materials. ....                                       | Yes | No |
| 7. Operate equipment (e.g. tape recorders, VCRs, overhead projectors).....             | Yes | No |
| 8. Make audio and/or visual aids (transparencies, written notes, voice notes etc.).    | Yes | No |
| 9. Schedule guest speakers / visitors as directed. ....                                | Yes | No |
| 10. Help prepare and clean up snacks. ....   | Yes | No |
| 11. Help students clean up after activities. ....                                      | Yes | No |
| 12. Distribute supplies / materials / books to students. ....                          | Yes | No |
| 13. Collect completed work from students. ....   | Yes | No |
| 14. Participate in planning learning experiences for students with teacher .....       | Yes | No |
| 15.  |     |    |
| 16.  |     |    |

## **Supervision of Groups of Students**

*(Montana Paraprofessional Standards: Standard 4:K1)*

- |  |     |    |
|--|-----|----|
| 1. Assist students on arrival or departure. ....                         | Yes | No |
| 2. Supervise groups of students during lunch. ....                       | Yes | No |
| 3. Supervise groups of students during recess. ....                      | Yes | No |
| 4. Supervise groups of students loading / unloading buses. ....          | Yes | No |
| 5. Monitor students during hall passing periods. ....                    | Yes | No |
| 6. Escort groups of students to bathroom, library, gym, etc. ....        | Yes | No |
| 7. Accompany students to therapy sessions, individual appointments. .... | Yes | No |
| 8.   |     |    |
| 9.   |     |    |
| 10.  |     |    |
| 11.  |     |    |

*Used with permission from University of Denver Para2 Center*

### **Behavior Management** (*Montana Paraprofessional Standards: Standard 3K3,S1*)

1. Participate in classroom behavioral system as directed ..... Yes No
2. Observe and chart individual student behavior..... Yes No
3. Give positive reinforcement and support as directed by IEPs / Individualized Behavior Plans..... Yes No
4. Mediate interpersonal conflicts between students. .... Yes No
5. Provide instruction to students on how to mediate their own conflicts. .... Yes No
6. Provide cues, prompts to students who are mediating conflicts. .... Yes No
7. Provide physical proximity for students with behavior problems. .... Yes No
8. Circulate in classroom to provide behavioral supports where needed..... Yes No
9. Enforce class and school rules. .... Yes No
10. Assist students who are self-managing behavior (e.g provide cues, prompts). ... Yes No
11. Help students develop / self-monitor organizational skills..... Yes No
12. Provide cues, prompts to students to use impulse / anger control strategies. .... Yes No
13. Provide cues, prompts to students to employ specific prosocial skills..... Yes No
14. Teach prosocial skill lessons..... Yes No
15. Facilitate appropriate social interactions among students. .... Yes No
16. Assist other students in coping with the behaviors of specific students..... Yes No
- 17.
- 18.

### **Ethics** (*Montana Paraprofessional Standards: Standard 7:K1,K2,S1: 3:K1,K2,S2,S3,S4*)

1. Maintain confidentiality of all information regarding students. .... Yes No
2. Respect the dignity and rights of every child at all times..... Yes No
3. Report suspected child abuse according to the law, local policies, procedures... Yes No
4. Abide by school district policies, school rules, and team standards in all areas.. Yes No
5. Communicate with parents and families as directed by the teacher. .... Yes No
6. Provide accurate information about the student to those who have the right to know [e.g. team members] ..... Yes No
7. Carry out all assigned duties responsibly, in a timely manner. .... Yes No
8. Protect the welfare and safety of students at all times ..... Yes No
9. Maintain composure / emotional control while working with students ..... Yes No
10. Demonstrate punctuality, good attendance, report absences as directed ..... Yes No

- |   |     |    |
|---|-----|----|
| 11. Maintain acceptable hygiene and appearance..... | Yes | No |
| 12.   |     |    |
| 13.   |     |    |
| 14.   |     |    |
| 15.   |     |    |

### **Team Participation / Membership**

*(Montana Paraprofessional Standards: Standard 2:ALL)*

- |  |     |    |
|--|-----|----|
| 1. Meet with team as scheduled / directed. ....  | Yes | No |
| 2. Participate in team meetings by contributing information, ideas, and assistance.                      | Yes | No |
| 3. Participate in team meetings by listening carefully to the ideas of others.....                       | Yes | No |
| 4. Engage in appropriate problem-solving steps to resolve problems. ....                                 | Yes | No |
| 5. Engage in mature conflict management steps / processes. ....  | Yes | No |
| 6. Use appropriate communicative actions in adult-adult interactions. ....                               | Yes | No |
| 7. Respect the privacy / dignity of other adults. ....   | Yes | No |
| 8. Participate in growth and development activities as specified in growth and<br>development plan ..... | Yes | No |
| 9. Participate in school wide growth and development activities as specified .....                       | Yes | No |
| 10.  |     |    |
| 11.  |     |    |

### **Clerical Work (Montana Paraprofessional Standards: Standard 4:S1)**

- |  |     |    |
|--|-----|----|
| 1. Take attendance. ....   | Yes | No |
| 2. Type reports, tests, seat work, IEPs, assessment reports. ....      | Yes | No |
| 3. Make copies. ....   | Yes | No |
| 4. Sort and file student papers.....                                   | Yes | No |
| 5. Record grades.....  | Yes | No |
| 6. Collect fees, i.e. lab, book, milk, activity, etc.....              | Yes | No |
| 7. Correct assigned student-lessons / homework. ....                   | Yes | No |
| 8. Grade tests.....  | Yes | No |
| 9. Help with paperwork to facilitate parent-teacher appointments. .... | Yes | No |
| 10. Inventory materials and fill out routine forms. ....               | Yes | No |

11. Make arrangements for field trips..... Yes No
12. Maintain files for IEPs, assessment reports, other program reports. .... Yes No
13. Maintain databases of student information. .... Yes No
- 14.
- 15.

### **Other**

1. Attend IEP meetings with classroom teacher. .... Yes No
2. Attend parent-teacher conferences with classroom teacher..... Yes No
3. Communication with families (specify \_\_\_\_\_)..... Yes No
4. Contribute unique skills and talents (specify \_\_\_\_\_)..... Yes No
5. Attend after school activities (specify \_\_\_\_\_) ..... Yes No
- 6.
- 7.



# PROFESSIONAL DEVELOPMENT PLAN

for

(Paraeducator Name)

<i>Professional Development Needs Areas</i>	<i>Training Activity</i>	<i>Person Responsible</i>	<i>Start Date</i>	<i>Completion Date</i>

Adapted from Emery (1991) Used with permission from University of Denver Para2 Center

I. ORIENTATION: Introduction to OPI Resource Guide

<i>Other Training Areas (Identified through observation, interest, or school initiative).</i>	<i>Training Activity</i>	<i>Person Responsible</i>	<i>Start Date</i>	<i>Completion Date</i>

*Adapted from Emery (1991)/ Used with permission from University of Denver Para2 Center*

## Confidentiality

Complete at time of employment

*Confidentiality is one of the most critical and important aspects of a paraprofessional's job. Students and parents have a legal and ethical right to data privacy. Paraprofessional records may be accessed in the District Personnel Office. Below are guidelines to consider when working within the school system.*

- 1. Consider, as a general rule, putting yourself in the student's and parent's position: What information would you want discussed with others regarding your child? In what settings, and with whom?*
- 2. Never use other students' names or share information regarding their programs with parents during staffings or other conferences.*
- 3. Information regarding specific students and programs should remain confidential and should not be shared in lunchrooms, staff rooms, or in the community.*
- 4. Paraprofessionals should question school policies only through the proper school-designated channels, generally beginning with their direct supervisor or, if necessary, the principal of the building.*
- 5. Paraprofessionals should have access to special education records in order to be most effective in their jobs. Since the information is confidential, paraprofessionals must first discuss with the supervisor(s) the district's procedures for review.*
- 6. Paraprofessionals need to support teachers' techniques, materials, and methods, especially in the presence of students, parents, and other assistants. Questions should be directed to the specific teacher privately.*
- 7. When having conversations or writing confidential information regarding a student or family, be aware of those around you who may be within hearing/reading distance. Look for a more private place within the school building.*
- 8. The Individual Education Plan (IEP) is a legal document developed by a team based on student needs with goals and objectives in areas of service. Review the content with the special education teacher.*

I have read and been instructed on confidentiality.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

From: Alexandria School District, Alexandria Minnesota

## **I. ORIENTATION: Introduction to OPI Resource Guide**

### **ANSWER KEY FOR SITUATIONS**

#### **Situation 1**

- P. 13-17 Roles and Responsibilities – Have all the team members get a copy of this;
- P. 18 Orientation to School District– Give this info to Administration to make sure Susan gets all the pertinent info;
- P. 19 Checklist of things Para needs to know– Give this to Administration to make sure Susan gets orientation to all these things;
- P. 20 Checklist of things to find out - Give to Susan so she can ask questions;
- P. 22-26 Code of Ethics –Have Susan read and sign;
- P. 23 Guidelines for suspected child abuse – be sure Susan has a copy of this;
- P. 30-35 Orientation to SPED– Give to Susan FYI.

#### **Situation 2**

- P. 13-17 Roles and Responsibilities – Use these pages with Lynn and Margaret to define roles and responsibilities;
- P.22-26; 88 Code of Ethics – Have Margaret read and sign;
- P. 36-39 Interactions with Team Members – Read through this info with Margaret to define appropriate interaction with parent and Lynn
- P. 40-46 Tips – Discuss these topics to build an effect team and problem solving approach to this and other problems that may arise during the year.

#### **Situation 3**

- P. 19 Checklist of things Para needs to know– Give this to Administration to make sure Marcy gets orientation to all these things;
- P. 20 Checklist of things to find out - Give to Marcy so she can ask questions;
- P. 33-35 Def of disabilities –Highlight the disabilities that are applicable to Leon & give to Marcy to read and understand
- P.64-67 Data Collection and Task Analysis – Have Leon read this and give him a task analysis form for the student he is working with and a model of how to record the specific data.
- P. 68-73 Health & Safety – Go over these pages with Marcy and Leon to model and discuss all activities Marcy will be responsible for.

#### **Situation 4**

- P. 35 Specific Learning Disability Def – Make sure Marvin understands the nature of a learning disability
- P. 48-51 Managing Student Behavior – Share this section with Marvin and discuss how it might apply to Benny and the other students in his small group.
- P. 52-54 Learning Styles – Identify the learning styles of Marvin's group and have this chart available for Marvin to use with all of his students.
- P.63 Small Group Strategies – Use this list to evaluate Marvin's instruction

#### **Situation 5**

- P. 5 Rationale for Using Paraprofessionals – Share this info with them to remind them why they are a vital resource for your program. They have a "high calling."
- P. 9 Core Competencies – Emphasis 3<sup>rd</sup> bullet
- P. 40-44 Tips – Have all team members review this information
- P. 45-46 Collaborative Problem Solving – Go through these steps with Jennifer and Tracey

#### **Situation 6**

- P. 13-17 Roles and Responsibilities – Have all the team members get a copy of this;
- P. 27-29 Communication in the classroom– Ask the classroom teachers to communicate with Mark regarding each of these topics
- P. 36-39 Interaction with Team Members– Give to Mark to read;
- P. 40-46 Tips– Give to all team members;
- P. 52-54 Learning Styles– Give to Mark and discuss the learning styles of students he'll be working with;
- P. 63 Small Group Instruction – Give to Mark
- P. 64 Assessment – Have Mark read this section and discuss the specific tools you use for assessment and the role he should play in those assessments.